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ABSTRACT

This guide to a West Virginia Department of Welfare project for upgrading the quality of day care centers throughout the state presents samples of the forms used in the program, accompanied by a brief description of the program's format, requirements and procedures. The Day Care Center Enrichment Program provides a monetary incentive for upgrading, with daily or monthly payments to participating centers for each eligible child. The current phase of the project was designed to increase child care skills by establishing a continuing cycle of (1) program and staff assessment, and (2) staff development. The main assessment instrument, Program and Staff Enrichment Guidelines, is an 18-section checklist related to basic day care program and administrative functions. Forms are included for each of the Guidelines areas: Positive Interaction; Child Guidance; Activity Schedule; General Learning Environment; Art; Manipulative Play; Large Muscle Activities; Imaginative Play; Block Building; Science; Books; Music; Construction; Free Form Materials; Comprehensive Observation of Children; Professional Growth; Parent Involvement; and Center Management. (BF)

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DAY CARE CENTER ENRICHMENT PROGRAM

July 1, 1977

PS009427

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GENERAL INFORMATION

The Day Care Center Enrichment Program
West Virginia Department of Welfare - July 1977

Background

The Day Care Center Enrichment Program, a project begun under the auspices of the Interagency Council for Child Development Services, provides a process and a monetary incentive for upgrading the quality of care provided by day care centers throughout the State.

The Program was initiated in October 1973, when the first two Phases of Enrichment standards were offered on an optional basis for use by day care centers in West Virginia.

Phases I and II assisted the participating centers in planning and establishing organizational policies and procedures.

During the next two years, the Enrichment Specialists served as consultants to centers and led regional, as well as individual center training sessions. In response to the needs of centers, Phase III was designed to increase child caring skills by establishing a continuing cycle of (1) program and staff assessment, and (2) staff development.

The ongoing process facilitated by Phase III, which was released in January 1975, led to increased competency among day care center staff members who in turn have provided enriched care to children and improved services to families.

New Program

The West Virginia Department of Welfare continued its effort to help centers provide quality day care by revising the Day Care Center Enrichment Program and submitting a draft to all licensed day care centers in March 1977.

Day care center staffs and other children's program personnel critiqued the draft and gave feedback which has been applied to the new Program, along with the results of pilot tests conducted by the Enrichment Specialists in several day care centers.

As a result of this process, the new Day Care Center Enrichment Program has been shaped by the ideas of day care center staff members, other children's program personnel and the day care staff of the West Virginia Department of Welfare. The combination of these suggestions has led to the continuation of the self-assessment style of Phase III and the incorporation of important elements from all three of the previous Phases.

Format

The new Day Care Center Enrichment Program consists of two Phases of compliance. The main form in the Program is the **Program and Staff Enrichment Guidelines,** a checklist for centers to assess their program and staff. The **Program and Staff Enrichment Guidelines** features eighteen (18) distinctive Sections related to basic day care center program and administrative functions. Centers choose their own emphasis from among the eighteen (18) Sections offered for program and staff assessment. Staff training sessions are a required follow-up to the program and staff assessment process.

Compliance Requirements

The Day Care Center Enrichment Program is supplemental to the **Licensing Requirements for Day Care Centers.** Consequently, day care centers must have a license in good standing to be eligible to participate in the Day Care Center Enrichment Program.

A license is in good standing unless the State Licensing Board for Child Welfare Agencies revokes or refuses to renew a license. Such a center would be ineligible for Enrichment funds. Eligibility for Enrichment funds ceases two weeks after the date the Licensing Board revokes or refuses to renew a license. A center can regain eligibility for Enrichment funds when and if its license is reinstated.

Since the Day Care Center Enrichment Program is optional, day care centers must initiate participation in the Program by contacting the Enrichment Staff of the West Virginia Department of Welfare, 1900 Washington Street, East, Charleston, West Virginia 25305. Telephone 348-7980.

Since the Day Care Center Enrichment Program is optional, day care centers must initiate participation in the Program by contacting the Enrichment Staff of the West Virginia Department of Welfare, 1900 Washington Street, East, Charleston, West Virginia 25305. Telephone 348-7980.

To participate in the new Phase III, day care centers choose six (6) Sections for assessing their program and staff and hold six (6) training sessions. To meet the new Phase IV requirements, day care centers assess their program and staff on a total of fourteen (14) Sections of their choice, which may include the six from Phase III and hold eight training sessions.

Center staff will use the **Program Development Sections** form to indicate which Phase and which Sections they have chosen for program and staff assessment. This form will be submitted to their Enrichment Specialist before the Specialist makes her evaluation visit to the center.

Classroom teachers and aides who supervise children's activities (other than sleep) for more than fifteen (15) hours per week are subject to assessment and training requirements. Some Sections are designed for teachers, aides and directors, while Section 18 excludes teachers and aides. The heading for each Section indicates the staff members for whom the Section was designed. Staff are to fill out Sections and evaluate themselves according to the work they do, even though the "Staff" designations may not identify their exact titles.

Responsibilities are assigned to the teaching and administrative staff in various patterns. When an Indicator on the **Program and Staff Enrichment Guidelines** refers to a function not usually expected of an individual staff member, the staff member should respond with NA for not applicable. It is also recommended that all staff members accept responsibility for creating, recycling, borrowing or trading equipment in order to furnish classrooms, playrooms and/or playgrounds. It is not intended that individuals pay for the equipment or materials, but that staff members use their creativity, resourcefulness and energy for supporting the administration of the centers in acquiring recommended equipment.

Training Component

The staff's answers from the **Program and Staff Enrichment Guidelines** will be transferred to the Rating Form by the center staff and used to design a Training Plan. The Training Plan must be approved by the Enrichment Specialists. The Enrichment Specialists will observe and make an assessment of the day care centers based on a random selection from the Sections of the **Program and Staff Enrichment Guidelines** used by the day care centers. The Enrichment Specialists may make recommendations for program and staff development and are available for consultation to centers during any stage of the centers' development.

To remain in compliance with the Day Care Center Enrichment Program, the centers will conduct their approved training sessions and send evaluation reports of each session to their Enrichment Specialist within two weeks after the session is held. The evaluation reports must include date of session, purpose, accomplishments, who attended and suggestions for improving the meeting. If topic changes are desired, the centers must get approval from the Enrichment Specialists before the replacement session is held in order for the session to apply toward compliance.

Centers will have one year from the last compliance date to complete the required number of training sessions. When the center progresses from Phase III to Phase IV before the Phase III training sessions are completed, the unheld training sessions may become part of the eight training sessions for Phase IV.

Procedures

The centers are eligible for the Enrichment rates for their Phase when they have:

1 Submitted the **Program Development Sections** form to the Enrichment Specialist.

2 Conducted the program and staff assessment by using the **Program and Staff Enrichment Guidelines.**

3 Transferred their answers to the **Rating Form** and given a copy to the Enrichment Specialist.

4 Complied with an on-site evaluation and consultation from the Enrichment Specialist regarding strengths and weaknesses of their day care program.

5 Received approval for their **Training Plan** and given a copy to the Enrichment Specialist.

To remain eligible for the Enrichment rates for their Phase, Centers will:

1 Conduct the approved training sessions.

2 Send evaluation reports (including date of session, purpose, accomplishments, who attended and suggestions for improving the meeting) to the Enrichment Specialist within two weeks after each session.

3 Make an appointment with the Enrichment Specialist within eleven (11) months after compliance for their annual reevaluation.

4 Continue the cycle of assessment, rating and training.

Rates

The following rates will be paid, contingent upon available funds, by the Department of Welfare, to participating centers for each eligible child.

Phase III:	Daily rate	$5.25 for less than fifteen (15) full days attendance per month
	Monthly rate	$105.00 for a minimum of fifteen (15) full days attendance per month
Phase IV:	Daily rate	$6.50 for less than fifteen (15) full days attendance per month
	Monthly rate	$130.00 for a minimum of fifteen (15) full days attendance per month

These payment increases will be made according to the above schedule, retroactive to the first day of the month in which the center is evaluated and reaches compliance with the Day Care Center Enrichment Program.

Transition of Currently Participating Centers

Centers participating in the original Day Care Center Enrichment Program, Phases I, II or III may request to transfer into the new Enrichment Program anytime after July 1, 1977, by making an appointment to be evaluated for the new Program.

January 31, 1978, is the last date on which any center may be evaluated on the original Day Care Center Enrichment Program, Phases I, II or III. All centers who wish to continue in the Day Care Center Enrichment Program will use the new Program for their next evaluation after January 31, 1978. Centers may be evaluated on the original Enrichment Program after July 1, 1977, only up to their current compliance level.

Grievance Procedure

A center in compliance with the Day Care Center Enrichment Program may jeopardize its eligibility for Enrichment funds by not continuing to comply with the Enrichment Program.

When the Day Care Enrichment Specialist becomes aware of the non-compliance, she will confer with the Center Director to assist the center to regain compliance.

The Specialist will make a written list of the areas of non-compliance and the necessary steps to reestablish compliance. If the problem is resolved before the end of the monthly payment period, there will be no interruption of the Enrichment rates.

If compliance is not regained and the director is not satisfied about the decision, he/she has the right to protest. The Specialist will remind the director of this right.

Such protest, **in writing**, must be received by the Day Care Enrichment Specialist within ten (10) days of the conference. The written protest should include reasons for disagreement with the Day Care Enrichment Specialist's evaluation.

After receipt of the written protest from the Center Director, an appointment for a hearing will be available to the Center Director.

Within thirty (30) days of receipt of the written protest, the Day Care Enrichment Specialist will arrange for a hearing with the (1) Grievance Officer for the Department of Welfare's Division of Social Services, (2) State Day Care Director, (3) Day Care Enrichment Specialist, and (4) Center Director, and/or representatives of the center.

The meeting time and place will be confirmed in writing at least ten (10) days prior to the meeting.

Within fifteen (15) days after the hearing, the Center Director will be notified of the decision by the Grievance Committee.

ENRICHMENT FORMS

West Virginia
Department of Welfare

Day Care Enrichment

Program Development Sections

Center _____ City _____

Phone Number _____ Director _____

Date _____ Enrichment Specialist _____

Mark the Sections chosen for program and staff assessment for Phase III and/or Phase IV. (Copies of this form are available for the centers' use on request).

Sections	Page	Phase III 6 Sections	Phase IV 14 Sections
1. Positive Interaction	13		
2. Child Guidance	14		
3. Activity Schedule	14		
4. General Learning Environment	16		
5. Art	17		
6. Manipulative Play	18		
7. Large Muscle Activities	18		
8. Imaginative Play	19		
9. Block Building	20		
10. Science	21		
11. Books (Quiet Area)	22		
12. Music	23		
13. Construction	24		
14. Free Form Materials (Sand/Water Play)	25		
15. Comprehensive Observation of Children	26		
16. Professional Growth	27		
17. Parent Involvement	27		
18. Center Management	28		

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Rating Form Directions

Answers on the Program and Staff Enrichment Guidelines must be transferred to the Rating Form to provide a profile of the staff competencies and priority areas for training.

Answers on the Program and Staff Enrichment Guidelines are to be marked "Usually" (+), "Sometimes" (0), "Rarely" (-) or "Not Applicable" (NA).

The Rating Form is designed so that numbers from top to bottom correspond to the Indicator numbers on the Program and Staff Enrichment Guidelines. The row across the top of the Rating Form has spaces for the names of the director and staff who complete the Program and Staff Enrichment Guidelines.

Answers from each staff member for the Sections chosen by the center must be recorded on the Rating Form. For example if on Indicator 28 the first three teachers answer "Usually" (+) and the next two teachers answered "Rarely" (-) that line would be coded as follows:

Indicator 28.	+	+	+	-	-

Once the Rating Form has been completed for the entire staff, by either one staff member transferring all answers or each staff member transferring his/her own, a copy of the Rating Form must be provided to the Enrichment Specialist at the time of the centers' Enrichment evaluation.

Copies of the Rating Form are available for the centers' use on request.

West Virginia
Department of Welfare

Day Care Enrichment
Rating Form

Center

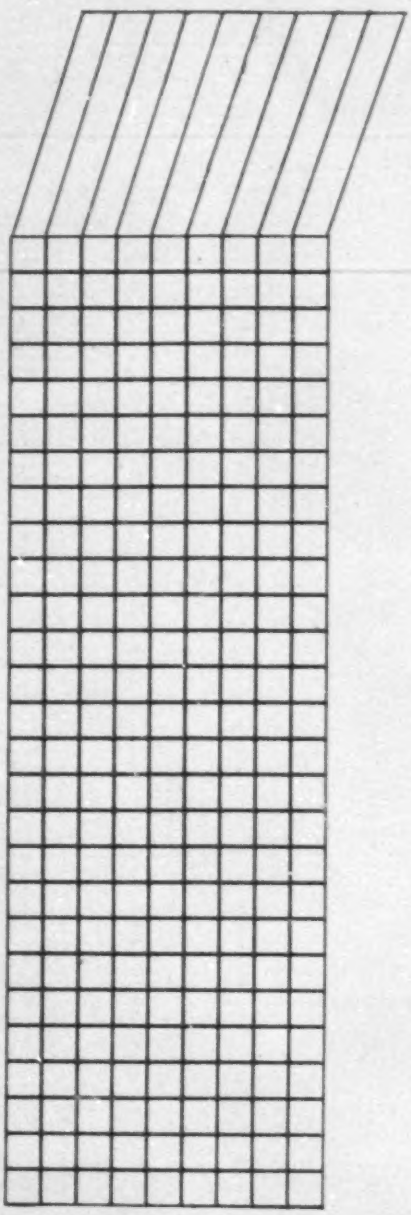
Director

Address

Telephone

Date

Staff Names



Indicators

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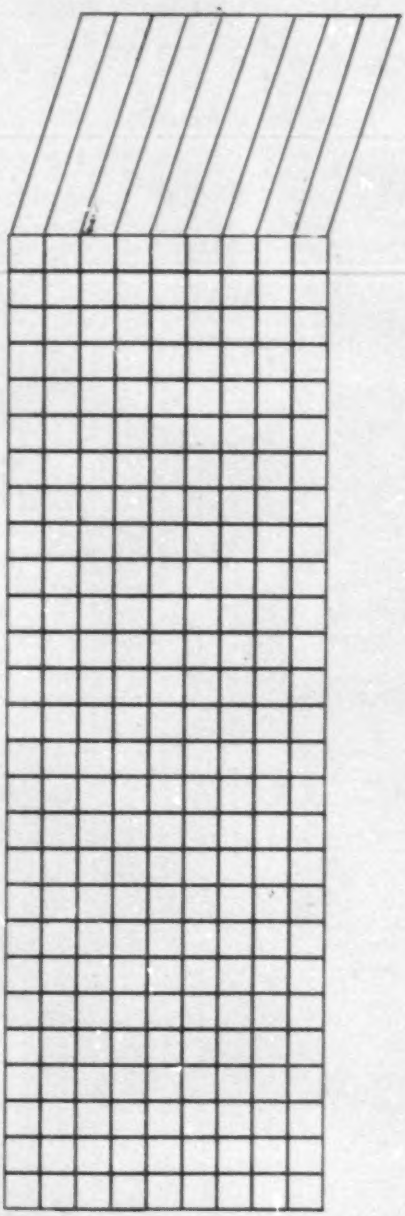
Staff Names



Indicators

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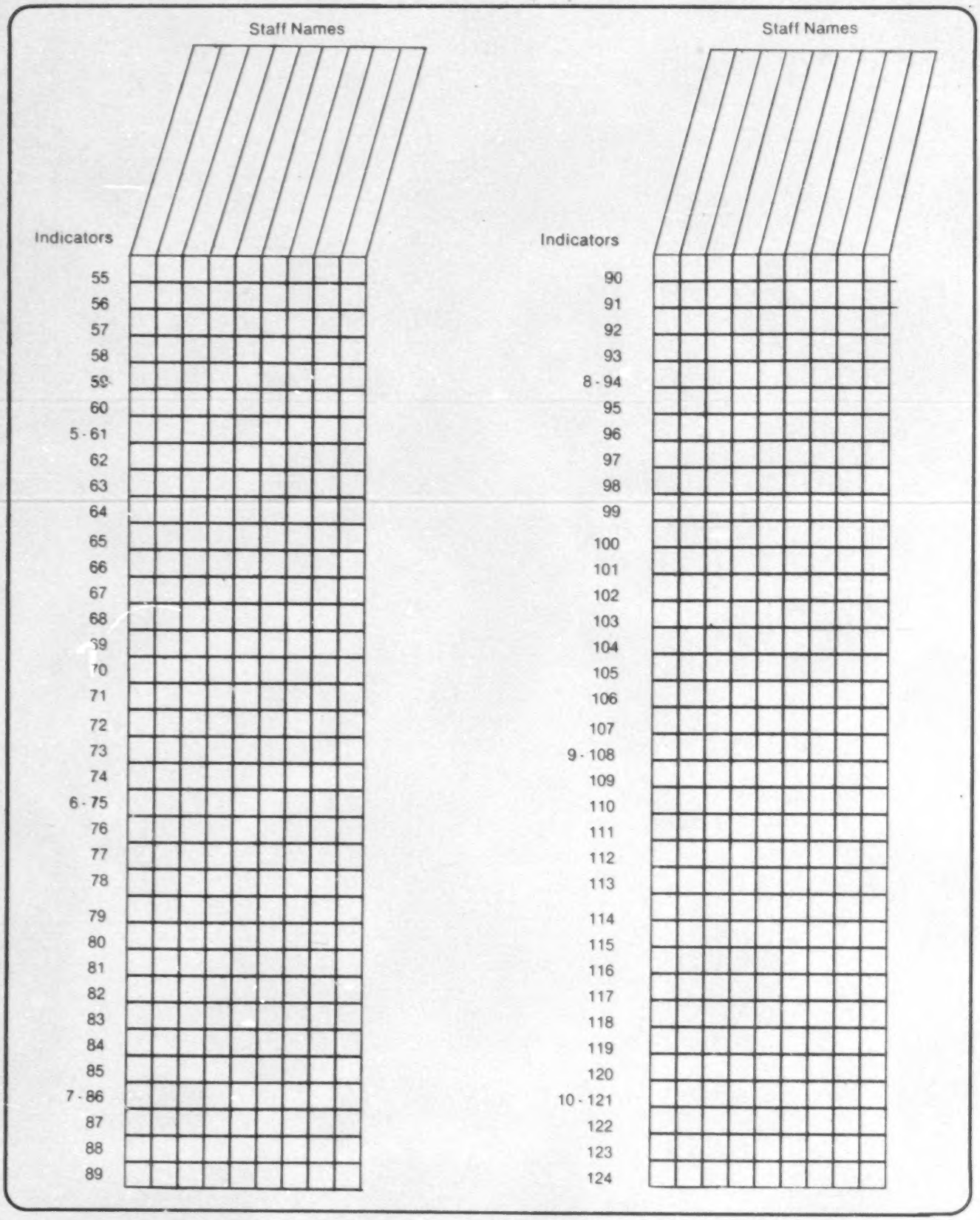
Staff Names
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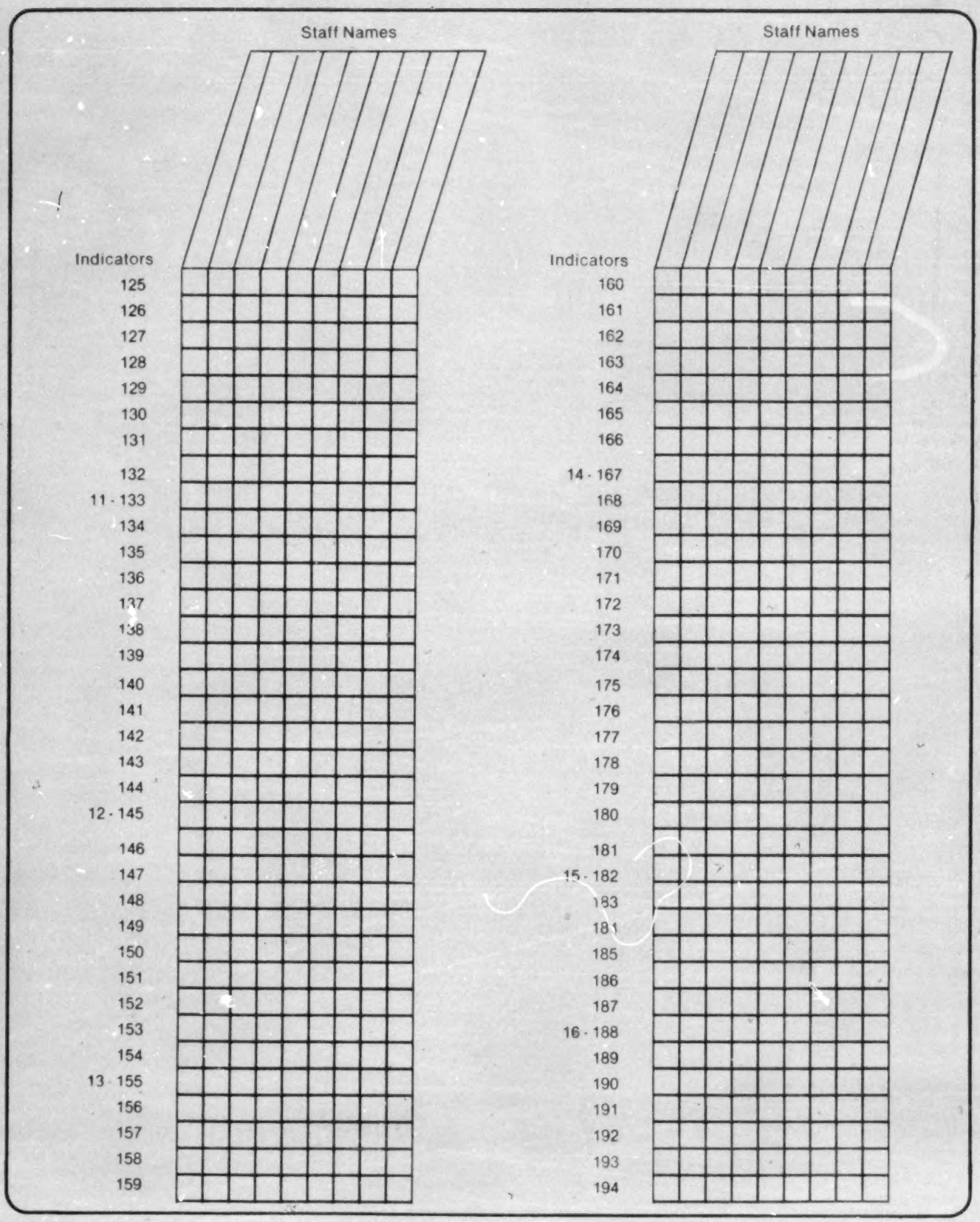
Staff Names
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Staff Names
Indicators
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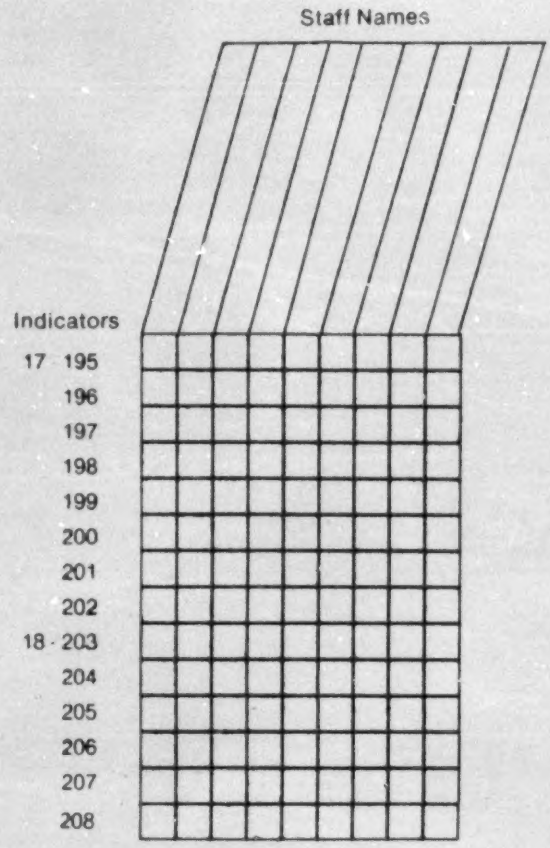
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Indicators
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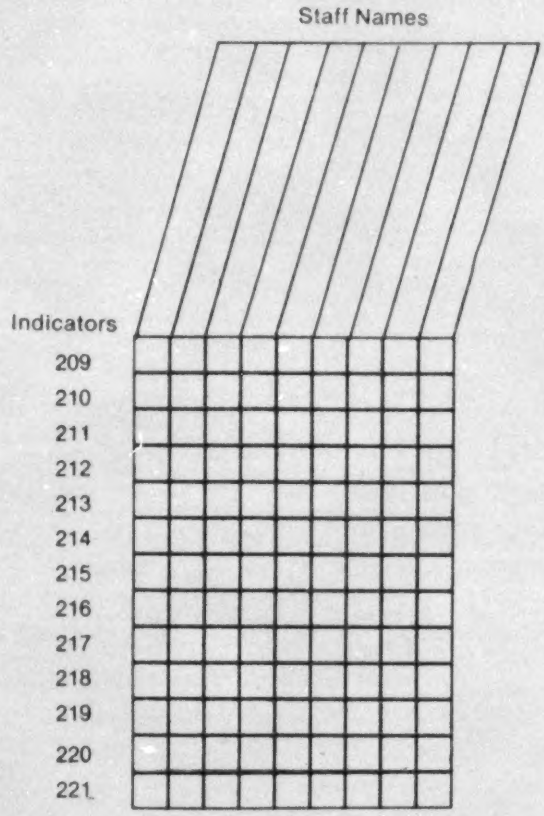
Staff Names
Indicators
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West Virginia
Department of Welfare

Day Care Enrichment
Training Plan

Center | Enrichment Specialist | Compliance Date

Related Indicators	Topics	Dates of Sessions	Training Resources		
			People	Materials	Methods
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				

Copies of the **Training Plan** are available for the centers' use on request.

West Virginia
Department of Welfare

Day Care Enrichment

Program and Staff Enrichment Guidelines

Center _____ Date _____

Staff Member's Name _____ Position _____

DIRECTIONS

To participate in Phase III, day care centers choose six Sections for assessing their program and staff and hold six training sessions. To meet Phase IV requirements, day care centers assess their program and staff on a total of fourteen (14) Sections of their choice, which may include the six from Phase III and hold eight training sessions. Some Sections are designed for teachers, aides and directors, while Section 18 excludes teachers and aides. The heading for each Section indicates the staff members for whom the Section was designed. Staff are to fill out Sections and evaluate themselves according to the work they do, even though the "Staff" designations may not identify their exact titles.

Each adult who supervises children's activities (other than sleep) for more than fifteen (15) hours per week is required to evaluate his/her own participation by considering each Indicator in the Sections the center has chosen and by placing the appropriate code in the narrow column on the right. Choose the code that expresses the frequency with which each task is accomplished.

\+ "Usually" indicates that the task is accomplished on 15 to 20 days out of 20 working days in each month unless otherwise indicated.

0 "Sometimes" indicates that the task is accomplished on 6 to 14 days out of 20 working days in each month unless otherwise indicated.

"Rarely" indicates that the task is accomplished on 0 to 5 days out of 20 working days in each month unless otherwise indicated.

NA "Not Applicable" - If the indicator does not apply to the person's job responsibility, please write NA for "Not Applicable."

Careful, thoughtful answers on the **Program and Staff Enrichment Guidelines** give an accurate picture of the staff member's style and participation at the center. They will be used to design training topics to assist the staff to strengthen their child caring skills.

Use the "Comments" column to clarify your response, request training, or give further information about your day care program. Comments are welcomed, but not required.

Copies of the **Program and Staff Enrichment Guidelines** are available for the centers' use on request.

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Section 1. POSITIVE INTERACTION

Staff: Directors, Teachers, Aides

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

	Indicators:	COMMENTS
1.	Do I talk with children and adults at the center in positive ways?	
2.	Do I vary my voice tone and volume for effectiveness in different situations?	
3.	Do I encourage the expression of children's feelings through conversation?	
4.	Do I encourage children to express their feelings through constructive physical activities?	
5.	Do I support the individuality of children and other adults by planning and using techniques that meet individual needs?	
6.	Do I cooperate with other staff members by exchanging ideas while planning activities?	
7.	Do I work cooperatively with other staff members by carrying my share of the responsibilities for supervising the children and other work responsibilities?	
8.	Do I express personal, work-related concerns to the director and other staff members in constructive ways?	
9.	Do I act and speak in ways that model expected behavior for children and other adults?	
10.	Do I observe and interact with children during play?	
11.	Do I encourage spontaneous conversation among children, especially during meal times, free play, on walks and on the playground?	
12.	Do I touch, speak with and/or listen to children as they express their feelings about their successes and failures?	
13.	Do I observe and respond constructively to changes in children's behavior?	
14.	Do I enhance the children's positive self-identity by techniques such as greeting them, asking their opinions, allowing them sufficient time to make choices, helping them to gain new skills?	
15.	Do I provide materials and time for the children to be creative?	
16.	Do I encourage children to try new foods?	

+ Usually 0 Sometimes - Rarely NA Not Applicable	
	COMMENTS

Section 2. CHILD GUIDANCE

Staff: Teachers, Aides

Indicators:

17. Do I establish reasonable rules and limits that are easily understood and obeyed?

18. Do I involve the children in planning rules?

19. Do I give reasons to children for rules so that children may learn to control their own behavior?

20. Do I consistently keep the children within the agreed upon limits of behavior?

21. Do I maintain order by positively redirecting children into constructive activities?

22. Do I prepare activities and manage the classroom so that most of the time can be spent observing and interacting with the children, rather than in activities such as dealing with unnecessary discipline problems, getting supplies or doing paper work?

23. Do I serve as a mediator to help children resolve their own conflicts?

24. Do I allow children to manage their own play and intervene only to prevent problems by suggesting, demonstrating and/or leading children into alternative nonharmful behaviors?

25. Do I strengthen the children's abilities to manage and control their own classroom by involving them in activities such as planning, setting up, cleaning up and/or evaluating activities?

26. Do I offer alternatives for children who may need a different experience than the group activity?

27. Do I maintain a smooth-flowing program by using transitional activities at appropriate times?

28. Do I encourage children to make reasonable choices and to accept the responsibility of their choices, such as which book, toy, activity, or how much playdough, space and/or food they want and will use?

29. Do I interact with children during free play to facilitate or enhance their activities?

Section 3. ACTIVITY SCHEDULE

Staff: Teachers, Aides

Indicators:

30. Does the schedule include times and types of daily activities to meet the needs of all the children in my group?

31. Do I make the daily schedule clear to the adults and children with whom I work?

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 3 continued

		COMMENTS
32.	Does the schedule permit a relaxed, unhurried atmosphere?	
33.	Is the schedule flexible so that special unexpected opportunities can be included in the program?	
34.	Do I evaluate and when necessary, improve the schedule?	
35.	Do I make any changes in the schedule and the reasons for the changes clear to the adults and children with whom I work?	
36.	Does the schedule provide for activities in small groups, large groups, mixed-age groups and/or individual adult-child contacts?	
37.	Is there an appropriate sequence of quiet and active periods?	
38.	Are activities coordinated to help children learn and/or review concepts on topics such as animals, community workers, transportation, senses, self-awareness, families, seasons and/or holidays?	
39.	Does the schedule include teacher-directed learning activities?	
40.	Does the schedule include child-selected learning and free play activities?	
41.	Does the schedule include a variety of language stimulating activities that develop listening and talking skills, such as questions and answers, classification games, story telling, and/or conversations?	
42.	Does the schedule include a variety of activities that develop the senses such as comparing, identifying, discussing and learning about similarities and differences in what the children see, hear, taste, feel and/or smell?	
43.	Does the schedule include at least five educational field trips each year with the children in my group?	
44.	Do I keep information about how the children were prepared for the trips, purposes, dates, evaluations and/or any follow-up activities for the trips?	
45.	Does the schedule include at least five visitors who bring enriching experiences to the children at the center each year?	
46.	Do I keep information about how the children were prepared for the visits, purposes, dates, destinations, evaluations of the visits and/or any follow-up activities for the visits?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 3 continued

47. Do I coordinate planned learning activities such as stories, art work, finger plays, imaginative play props, visitors, trips and/or music to communicate learning objectives in a variety of ways?

Section 4. GENERAL LEARNING ENVIRONMENT

Staff: Teachers, Aides

Indicators:

EQUIPMENT

48. Do I provide a balance of unstructured materials (such as paint, clay, blocks) with structured materials (such as puzzles, lotto, stringing beads)?

49. Do I provide home made alternatives to expensive equipment when necessary?

50. Do I provide different materials in the activity areas when needed to stimulate the children's interest?

USE

51. Do I offer materials in a graded sequence so that children's skills increase according to their level of development?

52. Do I have the room and materials ready for use before the children arrive?

53. Do I leave the room in good order at the end of my shift?

54. Do I maintain a planned arrangement for furniture, equipment and materials?

55. Do I evaluate and when needed change the planned arrangement to stimulate interest?

56. Do I store unused items out of children's play areas and/or out of sight to prevent confusion and waste of space and/or supplies?

57. Do I arrange the equipment so that there are appropriate places for both noisy and quiet activities?

58. Do I arrange activity areas in specific units such as block building, art, imaginative play, science, music, wood working, books, small muscle and/or large muscle play?

59. Do I use television ONLY as an educational experience for the children and conduct preparation and follow-up activities for the television activities?

60. Do I store accessibly materials and equipment used daily so that children can get, use and put away play items of their choice independently of adult assistance?

	COMMENTS

Section 5. ART

Staff: Teachers, Aides

Indicators:

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

		COMMENTS
	EQUIPMENT	
61.	Do I provide a variety of materials such as felt tip markers, pencils, crayons, paper, left and right hand scissors, paste, collage items and/or playdough?	
62.	Do I provide a variety of painting tools such as string, sponges, various brushes, cotton swabs, sticks and/or other objects?	
63.	Do I provide a variety of painting supplies and equipment such as easels with paper holders, paint containers, large sheets of paper, a variety of bright colored paint, a brush for each container and/or finger paint?	
64.	Do I provide equipment such as clothes racks, clothes line, newspapers on the floor or tables and/or bulletin boards for drying painted objects and papers?	
65.	Do I provide protective covering for the children's clothing and floor when needed?	
	USE	
66.	Do I locate the art activities in good light and near the hand washing area, waste baskets and supplies?	
67.	Do I attractively display the children's art work at THEIR EYE LEVEL instead of at my eye level?	
68.	Do I provide enough supplies for all children who want to do the activity at the same time?	
69.	Do I provide a variety of art experiences during the week?	
70.	Do I provide environment, time and guidance for activities where children explore and discover new ideas such as finger painting, mixing paint, pasting, cutting, arranging and/or finding magazine pictures?	
71.	Do I enable children to review and clarify concepts through play by offering opportunities for children to repeat or extend previous art experiences?	
72.	Do I provide time, space, materials and guidance which encourage children to express their thoughts and feelings through the use of art materials?	
73.	Do I check and keep clean the supplies such as playdough, paint, paste?	
74.	Do I encourage children to use art experiences as an alternative when they are unable to cope with the group activity?	

+ Usually 0 Sometimes - Rarely NA Not Applicable	COMMENTS

Section 6. MANIPULATIVE PLAY

Staff: Teachers, Aides

Indicators:

EQUIPMENT

Do I provide a variety of items for manipulative play and eye-hand coordination, such as:

75. Lotto, and/or small blocks with small cars, garages, people and/or animals?

76. Beads or spools to string, puzzles and/or pegs with peg boards?

77. Dominoes and/or matching games?

78. Flannel board with felt backed figures and shapes and/or slate with chalk and eraser?

79. Classification games for shapes, colors, textures, sounds, sizes, tastes, etc.?

USE

Do I store games and table toys:

80. In complete units so that children can use the materials alone without always being forced to share with a group?

81. Near the work space?

82. Within the children's reach?

83. Do I provide environment, time and/or guidance for activities where children explore and discover new ideas through the use of manipulative games and toys?

84. Do I enable children to review and clarify concepts by offering them opportunities to repeat or extend previous activities with manipulative games or toys?

85. Do I encourage children to organize projects independently of the teacher such as letting the children choose which manipulative toys they would like to use?

Section 7. LARGE MUSCLE ACTIVITIES

Staff: Teachers, Aides

Indicators:

EQUIPMENT

86. Do I provide space and equipment such as a jungle gym, trees, balance beam, balls, blocks of different weights, tricycles, wagons, bean bags, ropes, shovels, containers, etc., for activities such as climbing, balancing, sliding, lifting, pedaling, pushing, pulling, throwing, jumping, and/or digging?

87. Do I provide enough large muscle equipment for several children to use at the same time?

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 7 continued

		COMMENTS
	USE	
88	Do I provide opportunities for development of body awareness through activities such as skipping, running, jumping, dancing, marching, hopping, crawling, leaping, twisting and/or bending?	
89	Do I provide daily opportunities for indoor or outdoor experiences that promote large muscle development?	
90	Do I provide equipment, time and guidance for activities where children explore and discover new ideas through large muscle play?	
91	Do I provide opportunities for children to review and clarify concepts through repeating or extending large muscle activities?	
92	Do I provide time, space, materials and/or guidance which encourage children to act out their thoughts and feelings during play, such as imitating the movement of animals or machines?	
93	Do I encourage children to organize projects independently of the teacher such as imaginative play with wheel toys, or climbing equipment?	

Section 8. IMAGINATIVE PLAY

Staff: Teachers, Aides

Indicators:

	EQUIPMENT	
94	Do I provide most of the following equipment for the imaginative play area: stove, sink, bed, table, chairs, refrigerator, dishes, pans, iron and board, dolls with carriage, blankets, telephones, broom, mop and/or dustpan?	
95	Do I provide changes of clean clothes for the dolls which can be managed by most children in the group?	
96	Do I provide a variety of clean, mended, shortened when necessary, clothes for both boys and girls?	
97	Do I provide dress-up accessories such as purses, scarves, jewelry, gloves, vests, occupation hats, brief cases, jackets, coats, shirts, belts, occupation kits and boots?	
98	Are puppets available for children to create and/or dramatize stories and conversations?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 8 continued

USE

		COMMENTS
	99 Do I enhance imaginative play from time to time by providing a child size play house or structure such as a large appliance carton to be used for a puppet stage, store and/or post office?	
	100. Do I arrange space and equipment so that several children can use the imaginative play area at the same time?	
	101. Do I display dress-up clothes accessibly such as on hangers, or on pegs or coat hooks mounted on the wall?	
	102. Do I cultivate self-awareness through experiences which allow children to pretend to be characters familiar to them such as fire fighters, super heroes, police officers, family members, teachers and/or medical people?	
	103. Do I arrange for children to learn and test concepts through imaginative play?	
	104. Do I provide environment, time and guidance for activities where children explore and discover new ideas through imaginative experiences?	
	105. Do I provide opportunities for children to review and clarify concepts through reenacting situations they have seen or imagined?	
	106. Do I provide time, space, materials and guidance which encourage children to act out their thoughts and feelings during play?	
	107. Do I encourage children to organize projects independently of the teacher such as imaginative play with dolls, dress-up clothes, puppets and other props?	

Section 9. BLOCK BUILDING

Staff: Teachers, Aides

Indicators:

EQUIPMENT

	108. Do I provide about 20 wooden unit blocks for each of the children who are playing with blocks at the same time?	
	109. Do I provide toys to enrich the block play such as trucks, trains, and/or small animals and people?	
	110. Do I provide about 20 large cardboard or hollow wooden blocks for each of the children building larger structures?	
	111. Do I provide approved sound absorbent materials such as a rug, in the block building area?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 9 continued

USE

		COMMENTS
	112. Do I locate the block building area away from the regular traffic patterns?	
	113. Do I store blocks accessibly to the children according to shapes and sizes?	
	114. Do I stimulate children's learning of concepts such as space, size, shape, numbers, social planning, cooperative problem solving and/or community awareness through block play?	
	115. Do I interact with children in order to challenge their thinking and imagination, while respecting the children's independence and creativity with blocks?	
	116 Do I offer block play each week to all children in periods of time sufficient for them to complete their block building projects?	
	117 Do I provide environment, time and guidance for activities where children explore and discover new ideas through using blocks and accessory toys?	
	118 Do I provide opportunities for children to review and clarify concepts through experimentation with blocks and accessory toys?	
	119 Do I provide time, space, materials and guidance which encourage children to act out their thoughts and feelings during block play?	
	120. Do I encourage children to organize projects independently of the teacher such as imaginative play with blocks, trucks, trains, little people, airplanes, and/or animals?	

Section 10. SCIENCE

Staff: Teachers, Aides

Indicators:

EQUIPMENT

	121. Do I provide a magnifying glass and objects for children to magnify?	
	122. Do I provide magnets and objects to test magnetism?	
	123. Do I provide equipment for observing and experimenting with calendars, clocks, weights, measures, floating, sinking, tasting, smelling, listening and/or feeling?	
	124. Do I provide table space for displays and encourage children to collect and examine items that demonstrate scientific and natural principles?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 10 continued

USE

		COMMENTS
125.	Do I expose the children to simple experiences in science such as cooking, mixing colors, making ice, exploring sounds, growing plants, caring for animals, magnifying objects and/or examining items such as foods, seeds, rocks, seed pods, leaves, shells?	
126.	Do I provide opportunities for learning about body growth and functions such as naming body parts, and their use, learning about good health practices and/or using growth charts?	
127.	Do I provide opportunities for learning about the weather, calendar, time and/or seasons?	
128.	Do I provide opportunities for learning about food through activities such as planting seeds, visiting a farm and/or helping prepare simple foods (jello, ice cream, butter, popcorn, cottage cheese, cookies)?	
129.	Do I take advantage of everyday opportunities such as mealtimes, outdoor and/or indoor play times to develop sensory awareness?	
130.	Do I offer sensory experiences such as listening, tasting, touching, looking and/or smelling discrimination games?	
131.	Do I provide opportunities to observe and learn about measuring tools such as scales, yardsticks, rulers and/or measuring containers?	
132.	Do I provide opportunities to observe and learn about floating and sinking objects such as cork, sponge, metal, plastic, wood and/or other materials?	

Section 11. BOOKS (QUIET AREA)

Staff: Teachers, Aides

Indicators:

EQUIPMENT

133.	Do I provide racks, shelves, or tables for display of books and/or pictures?	
134.	Do I provide a variety of pictures, story books and/or picture books?	
135.	Do I provide a comfortable place in the Book area such as cushions, chairs, mats, and/or carpeting, for children's enjoyment and relaxation?	
136.	Do I provide flip charts, markers, etc., for writing experience stories of the children?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 11 continued

USE

		COMMENTS
137.	Do I consider the daily activity schedule and children's interests when selecting stories, books and/or pictures?	
138.	Do I display children's books attractively and within the children's reach?	
139.	Do I rotate or exchange the books and/or pictures periodically to stimulate the children's interest?	
140.	Do I use stories and books as learning experiences for language and concept development, emotional growth, social experiences, dramatization and helping children to slow down, get quiet, relax and/or be comforted?	
141.	Do I select and prepare stories in advance (whether told or read) so that the children are offered a variety of quality literary experiences?	
142.	Do I arrange the story telling area comfortably so that all the children can see and hear and do I teach the children to rearrange themselves so they can see or hear better?	
143.	Do I present stories effectively for the children in my group by using a variety of voice tones and gestures?	
144.	Do I provide opportunities for children to tell stories about their personal experiences and interests?	

Section 12. MUSIC

Staff: Teachers, Aides

Indicators:

EQUIPMENT

145.	Do I provide a record player and records such as stories and music for listening, movement and/or singing?	
146.	Do I provide enough rhythm instruments such as rhythm sticks, drums, shakers, kazoos, cymbals, tambourines, and/or bells, for each child participating to have a choice?	
147.	Do I provide sufficient space where children can move about freely during rhythmic activities?	
148.	Do I provide props for creative musical activities such as scarves, streamers, costumes and/or other props?	
149.	Do I conduct a variety of musical experiences throughout the day such as singing, listening and moving to music, and playing rhythm instruments?	
150.	Do I expose children from time to time to various musical instruments such as piano, guitar, fiddle, banjo, autoharp, dulcimer, clarinet, saxaphone, flute, drums, and/or cymbals?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 12 continued

		COMMENTS
151.	Do I use music to teach concepts, to promote social experiences, to invite creative and emotional expression and to foster appreciation of musical styles?	
152.	Do I provide environment, time and guidance for activities where children explore and discover new ideas through experimenting with sounds and music?	
153.	Do I provide opportunities for children to review and clarify concepts through repeating and/or extending their musical experiences?	
154.	Do I provide time, space, materials and guidance which encourage children to act out their thoughts and feelings during music and rhythmic experiences?	

Section 13. CONSTRUCTION

Staff: Teachers, Aides

Indicators:

EQUIPMENT

155.	Do I provide construction tools and supplies, such as pieces of wood, styrofoam, cardboard, bottle caps, spools, string, rulers, screws, screwdrivers, drills, vise, tree stumps, sandpaper, nails, hammers, and/or saws?	
156.	Do I provide a work surface large and sturdy enough to enhance large construction experiences?	
157.	Do I provide approved sound absorbent materials, such as pads, under the work table?	

USE

158.	Do I provide construction experiences, such as pounding, sanding, sawing, hammering, assembling, measuring, and/or nailing?	
159.	Do I provide opportunities for children to learn skills with tools by making things, changing things and taking things apart?	
160.	Do I locate the construction area away from the regular traffic pattern?	
161.	Do I store tools and supplies accessibly and safely?	
162.	Do I instruct children in the proper use of the tools and required safety techniques?	
163.	Do I supervise closely the use of construction tools and supplies?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 13 continued

164. Do I provide environment, time and guidance for activities where children explore and discover new ideas through creating with sturdy construction materials and mastering the use of tools?

165. Do I provide opportunities for children to review and clarify concepts through repeating or extending their experimentation with construction materials?

166. Do I provide time, space, materials and guidance which encourage children to release emotions and express their imaginations by using construction materials and tools?

Section 14. FREE FORM MATERIALS (SAND/WATER PLAY)

Staff: Teachers, Aides

Indicators:

EQUIPMENT

167. Do I provide free form materials, wet or dry, such as water, sand, dirt, sawdust, cornmeal, unpopped popcorn, rice, bird seed, and/or styrofoam packing?

168. Do I provide equipment for free form materials play such as plastic dishpans, tubs, narrow and wide-neck containers, measuring cups and spoons, egg beaters, funnels, pitchers, sifters, shovels, little people, cars, trucks, boats, sponges, covers for outdoor sand boxes, and/or protective covering for the children's clothing and the floor?

169. Do I provide sufficient equipment, play space, and materials, wet or dry, for several children to play at the same time?

170. Do I enable children to help clean up indoor spills by providing child-size mops, brooms, dust pans and/or sponges?

USE

171. Do I make indoor or outdoor free form materials, wet or dry, available periodically year round?

172. Do I arrange equipment and free form materials accessibly to the children?

173. Do I teach children safety aspects and proper use of free form materials?

174. Do I supervise play with free form materials and enforce safety and courtesy expectations, such as "sand and water are for pouring"?

	COMMENTS

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 14 continued

		COMMENTS
175.	Do I guide children to assume responsibilities for cleaning up indoor spills by showing them how and by encouraging them to follow through on clean-up tasks?	
176.	Do I vary the types of free form materials to broaden the children's experiences?	
177.	Do I invite children to use free form materials when they may need a calming, creative or social activity?	
178.	Do I provide environment, time and guidance for activities where children explore and discover new ideas through free form materials, both wet and dry?	
179.	Do I provide opportunities for children to review and clarify concepts through repeating or extending their explorations and use of free form materials?	
180.	Do I provide time, space, materials, and guidance which encourage children to act out their thoughts and feelings through experimentation with free form materials and accessory toys?	
181	Do I encourage children to organize projects independently of the teacher such as imaginative play with free form materials, containers, dippers, toy cars and boats, dolls, little people and animals?	

Section 15. COMPREHENSIVE OBSERVATION OF CHILDREN

Staff: Teachers, Aides

Indicators:

182	Do I record in WRITING the results of a comprehensive observation of each child's developmental progress within three months of the child's enrollment and annually thereafter?	
183.	Do I relay appropriate information about the children's progress and needs to the parents?	
184.	Do I work with the Director to assist parents to find appropriate community services when needed?	
185.	Do I group children according to their level of development for learning and play activities?	
186.	Do I adjust the program to each child's style and pace of learning?	
187.	Do I provide tasks that are appropriate for each child's developmental level?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 16. PROFESSIONAL GROWTH

Staff: Director, Teachers, Aides

Indicators:

		COMMENTS
188.	Do I have WRITTEN evidence signed by a qualified instructor verifying my completion of a basic first aid course, based on Red Cross Guidelines, within six months of my date of employment?	
189.	Do I renew this training and WRITTEN statement every three years?	
190.	Do I work cooperatively with adults and/or children to define the rules and expectations for behavior promoted by the center?	
191.	Do I practice the rules and expectations for behavior promoted by the center?	
192.	Do I consider personal needs when making work-related decisions?	
193.	Do I think through the causes and effects of my internal reactions?	
194.	Do I complete five hours of professional study every year in relevant areas needing improvement by using books, articles, workshops, courses, and/or consultations in addition to the Enrichment Training Plan?	

Section 17. PARENT INVOLVEMENT

Staff: Director, Teachers, Aides

Indicators:

195.	Do I coordinate with parents the child's learning and disciplinary experiences?	
196.	Do I facilitate parents' involvement in planning and participating in parent meetings, special events, and/or children's projects?	
197.	Do I assist parents in understanding child development and child care practices used at the center?	
198.	Do I strengthen communication between parents and staff by assisting with group parent/staff meetings?	
199.	Do I invite and encourage parents to attend the group meetings?	
200	Do I record in WRITING for each parent/staff meeting the date of the meeting, who attended the meeting, purpose(s) of the meeting, and how the meeting could have been improved?	
201.	Do I provide parents with information about community family services?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 17 continued

		COMMENTS
202.	Do I arrange for the participation on the Board of Directors of at least two parents of children receiving services at the center and do I keep a WRITTEN record of the board members' names, phone numbers, meetings, and activities? or Do I consult with and RECORD communication with parents four times a year about center activities and policies including dates, participants, and outcome of these contacts?	

Section 18. CENTER MANAGEMENT

Staff: Director

Indicators:

203.	Do I use efficient management techniques in the administration of the center?	
204.	Do I consistently supervise all the staff, such as teachers, aides, cook, janitor, bus drivers, and volunteers?	
205.	Do I maintain a reliable system for handling and recording financial transactions?	
206.	Do I maintain an efficient system for ordering and managing supplies and equipment?	
207.	Do I maintain an adequate intake process that gives the center insight about the family and introduces the family to the services provided by the center?	
208.	Do I help the family decide if center care is the best solution for their situation?	
209.	Do I support and encourage the strengths of each staff member?	
210.	Do I welcome and encourage conferences with staff members to talk about day care center related problems?	
211.	Do I provide space and time away from the children for work breaks for each full time staff member?	
212.	Do I provide facilities for program planning such as time, supplies, work space, references, lists of available supplies and/or equipment?	
213.	Do I observe staff members at work and give them constructive feedback periodically?	
214.	Do I enable staff members to find and use better alternatives for ineffective methods and routines?	

+	Usually
0	Sometimes
-	Rarely
NA	Not Applicable

Section 18 continued

		COMMENTS
215.	Do I provide a workable system for handling grievances and staff discipline?	
216	Do I maintain a current WRITTEN list of teachers and their assigned children?	
217	Do I use a dependable screening system for interviewing and selecting day care staff, including techniques such as application forms, personal interviews, observing candidates interacting with children, letters of acceptance and rejection and/or written job descriptions?	
218.	Do I use resources offered by community agencies, as needed, including the local Day Care Social Service Worker from the West Virginia Department of Welfare?	
219.	Do I arrange for the administration of free health screening, if available?	
220.	Do I maintain the following WRITTEN records about children's health screening: name of administrating person or facility, signed parental permission, date and result of screening?	
221	Do I RECORD in the child's folder dates and types of any referrals made and action taken?	

West Virginia
Department of Welfare

Day Care Enrichment

Evaluation Form

Requirements	Compliance Record	
	Compliance	Non-Compliance
1. Submitted the **Program Development Sections** form to the Enrichment Specialist.	_____	_____
2. Conducted the program and staff assessment by using the **Program and Staff Enrichment Guidelines.**	_____	_____
3. Transferred their answers to the **Rating Form** and given a copy to the Enrichment Specialist.	_____	_____
4. Complied with an on-site evaluation and consultation from their Enrichment Specialist regarding strengths and weaknesses of their day care program.	_____	_____
5. Received approval for their **Training Plan** and given a copy to the Enrichment Specialist.	_____	_____

Center _____ City _____

Phone Number _____ Phase _____

Enrichment Specialist _____ Compliance Date _____

DAY CARE CENTER ENRICHMENT PROGRAM
West Virginia Department of Welfare
1900 Washington Street, East
Charleston, West Virginia 25305
Phone 348-7980

SS-DC-154
7/77